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ABSTRACT

This curriculum for Manitoba's heritage language instruction program in Portuguese outlines the curriculum's rationale and design and suggests techniques and materials for carrying out instruction. Introductory sections discuss suggested time allotments, oral and written evaluation methods for grades 1-6 and 7-12, general program goals, and specific objectives for each language skill area (listening, speaking, reading, writing, and cultural knowledge). Subsequent sections outline in greater detail the curricula for four grade groupings (1-3, 4-6, 7-9, 10-12), including performance objectives, minimum basic skills, and recommended texts and supplementary materials. Final sections offer suggested approaches and materials for the teaching of culture and list audio-visual support materials and teacher reference materials. (MSE)

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portuguese

grades 1–12

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CONTENTS

RATIONALE FOR STUDYING PORTUGUESE 1

PROGRAM OVERVIEW 1

TIME ALLOTMENT 2

TEXTBOOKS 2

EVALUATION 2

GENERAL GOALS 3

SPECIFIC OBJECTIVES 3

LEVEL I - GRADES 1-3 4

- Specific Objectives 5
- Minimum Basic Skills 5
- Recommended Texts 5
- Supplementary Materials 5

LEVEL II - GRADES 4-6 6

- Specific Objectives 6
- Minimum Basic Skills 6
- Recommended Texts 7
- Supplementary Materials 7

LEVEL III - GRADES 7-9 8

- Specific Objectives 8
- Minimum Basic Skills 8
- Recommended Texts 9
- Supplementary Materials 9

LEVEL IV - GRADES 10-12 9

- Specific Objectives 9
- Minimum Basic Skills 10
- Recommended Texts 12
- Supplementary Materials 13

SUGGESTED APPROACHES TO THE TEACHING OF CULTURE 13

AUDIO-VISUAL SUPPORT MATERIALS 16

TEACHER REFERENCE MATERIALS 17

ADDITIONAL TEACHER REFERENCE 19

RATIONALE FOR STUDYING PORTUGUESE

Technological and social changes are compressing our world and creating a sense of the interdependence of all countries and cultures. The rapid rate of change has also caused a sense of dislocation and disorientation for some people. What is needed to deal with the situation is pluralistic education which addresses the needs of both individuals and the wider community.

The teaching of other languages in our schools fosters pluralistic education and encourages the sharing of cultural insights. The option of studying the Portuguese language and culture enriches those enrolled in the program with many of the values of a community that has become a part of the Canadian mosaic. Students who develop an understanding of, and an appreciation for, the culture and language of their environment not only enrich that environment by creating a link between their parents and the new culture but also have a greater opportunity to enrich their educational development. Parents whose children show an interest in and understanding of their ethnic culture and language are bound to develop a more positive attitude towards the differences that exist between the two cultures.

Furthermore, since Portuguese is a language spoken by approximately 160 million people in many regions of the world, it is also the fifth most widely used language. It is the official language of Portugal, Brazil, Angola, Mozambique, Guiné-Bissau, Cabo Verde, Sao, Tomé and Principe. It is also spoken in Goa, Damao and Diu of India, Timor and by over five million Portuguese immigrants and their descendents scattered throughout the world, mainly in Europe and North and South America. The acquisition of the Portuguese language could become very useful in future communication with the people of these nations.

PROGRAM OVERVIEW

The Portuguese curriculum is divided into four levels:

Level I - Grades 1, 2, 3
Level II - Grades 4, 5, 6
Level III - Grades 7, 8, 9
Level IV - Grades 10, 11, 12

The student will be placed according to grade level and proficiency in Portuguese. Each level takes into consideration students with Portuguese background, with or without some knowledge of the language, as well as students whose mother tongue might be other than Portuguese. Placement will be at the discretion of the teacher whose responsibility it will be to make each student feel comfortable in the learning environment.

TIME ALLOTMENT

In order for the program to be successful, it is essential that sufficient time be alloted to this program on a daily basis. The nature of second language learning is such that little progress can be made if there are long intervals between periods of instruction. The suggested minimum time allotment for this program is as follows:

Grades 1-6 - 30-40 minutes daily or 150 minutes weekly
Grades 7-9 - 10% of the teaching time
Grades 10-12 - 12% of the teaching time

TEXTBOOKS

There are no approved textbooks listed in this curriculum because of the difficulty of obtaining copies from year to year. The committee, therefore, has opted to recommend a variety of suitable texts at each level for use at the discretion of the teacher.

EVALUATION

Grades 1-6

Evaluation will either be oral or a combination of both oral and written work. Oral evaluation will be done for grades 1-3, while grades 4-6 will be given both oral and written evaluation.

Oral evaluation could consist of the following:

- verbal identification of concepts (pictures) learned;
- verbal response to oral questions based on units studied and learned;
- oral reading of selected reading materials — story passages and word checklists;
- verbal response to conversation.

Written evaluation could consist of paper and pencil test, wherein the students demonstrate the ability to: answer fill-in-the-blanks, matching, short-answer (sentences), questions, and take down dictations. Words, sentences and short paragraphs may also be given.

Grades 7-12

The four language skills must continue to be evaluated. The following are suggested as guidelines:

Oracy
Listening and Speaking - 60% of the total mark in grade 7, decreases to 30% of the total mark in grade 12

Literacy

Reading - 20% of the total mark in grade 7, increases to 30% of the total mark in grade 12

Writing - 20% of the total mark in grade 7, increases to 40% of the total mark in grade 12

GENERAL GOALS

1. To develop students' communication and linguistic skills through the use of spoken and written Portuguese.

2. To foster an understanding of the culture, traditions and values of Portuguese-speaking people.

3. To promote appreciation for Portuguese music, art and literature.

4. To encourage students to be receptive to other languages and cultures.

SPECIFIC OBJECTIVES

At the end of each level, the student should be able to:

1. Listening

   understand a native speaker of Portuguese at a normal speed and in everyday situations in the scope of the materials covered.

2. Speaking

   make themselves understood by speakers of Portuguese at a normal speed and in everyday situations in the scope of the material covered.

3. Reading

   read and understand the materials covered.

4. Writing

   write simple paragraphs and compositions in a grammatically and orthographically correct manner in the scope of the material covered.

5. Cultural Awareness

   understand, respect and be aware of various aspects of Portuguese culture: customs, traditions, folklore, literature, art, etc. This encourages Portuguese students to participate in the activities of the community and to be proud of their cultural heritage.

6. Multicultural Understanding

extend their understanding of and appreciation for their own culture to an appreciation of others' cultures, thus achieving a multicultural understanding.

LEVEL I - GRADES 1-3

SPECIFIC OBJECTIVES

Participation at this level should be mainly through listening and speaking activities. Reading and writing could be introduced at the end of grade two at the discretion of the teacher.

At the end of Level I the student should be able to:

1. understand and apply basic vocabulary related to each theme (i.e., the classroom, greetings, clothing).

2. understand and use basic sentence patterns including question and response forms.

3. understand and use common verbs in the present and simple past.

4. understand and use basic grammatical forms (nouns, verbs, adjectives, articles).

5. understand various aspects of the Portuguese culture (i.e., holidays, customs, music).

MINIMUM BASIC SKILLS

1. Themes

- greetings
- numbers (1-100) and colours
- clothing and footwear
- parts of the body
- the family
- the house
- time, calendar and holidays
- weather and seasons
- age, birthdays, presents and parties
- professions in general
- farm and zoo animals
- community/town
- foods
- transportation

2. Basic structure of the language

- auxiliary verbs (ser, ter, estar)
- verbs ending in ar and er (present and simple past) (i.e., pular, andar, falar, brincar and comer, beber, viver)
- articles (o, a, os, as; um, uma, uns, umas)
- gender and number of nouns (i.e., filho, filha, filhos, filhas)
- personal pronouns (eu, tu, ele, ela, nos, vos, eles, elas)
- question and response forms (affirmative and negative), e.g., Posso ir ao quarto de banho?

RECOMMENDED TEXTS

(No approved texts at this level.)

The following texts are available from the:

Evaluation, Dissemination and Assessment Centre, Lesley College, 49 Washington Avenue, Cambridge, Mass. 02140 U.S.A.

Grade 1

Preparaçao para a Leitura. (30 pp.).

Sons e Letras. (135 pp.).

Grades 2 and 3

Hudson, M. Manuela. Sons e Palavras. 1981, (139 pp.).

Hudson, M. Manuela. Palavras e Frases. 1982, (81 pp.).

Amaro, Fernando. Toni e os Seus Amigos. 1981, (79 pp.).

Amaro, Fernando. Toni e os Seus Amigos - Caderno De Exercicios. 1981, (89 pp.).

SUPPLEMENTARY MATERIALS

Copies of the following texts are available from the:

Multiculture Educational Resource Centre, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.

Severo, Antonio. Qual é a letra? Qual é ela?.

Severo, Antonio. Jogo das Profissoes. 1° + 2° Ano.

Severo, Antonio. Jogo do Alfabeto. Livraria Avis-Porto Coleçao Nova.

Castro - Grillo. Um passeio na quinta. Ambar Edit. Porto.

Correia, Luis de Miranda. A Casa do Manuel. Cambridge, Mass., 1977.

Vilar, Isabel and L. Rodrigues. Fantasia 2 - 2° Ano de Escolaridade, Porto Editora, 1981 (112 pp.).

Vilar, Isabel and L. Rodrigues. Fichas Programadas para Fantasia 2 - 2° Ano, Porto Editora, 4099 Porto Codex, 1982.

LEVEL II - GRADES 4-6

SPECIFIC OBJECTIVES

This level will review and expand on the material covered in Level I with greater emphasis placed on reading and writing.

At the end of Level II, the students should be able to:

1. understand and apply vocabulary related to new themes (i.e., library, professions, sports).

2. incorporate this vocabulary in the construction of sentences, paragraphs and simple short stories in a grammatically correct manner.

3. interact and participate in dialogues related to simple poems, rhymes and songs.

4. appreciate the cultural aspects of Portuguese heritage.

MINIMUM BASIC SKILLS

1. Themes

   - numbers and numerals
   - seasons and their activities
   - professions
   - house duties
   - visit to a farm
   - a telephone conversation
   - special occasions
   - hobbies
   - sports
   - at the restaurant
   - at the hospital; a visit to the doctor
   - at the department store
   - a vacation in Portugal
   - the family album
   - the post office
   - the city
   - nationalities and languages

2. Basic structure of the language

- irregular verbs (saber, conhecer, dizer, fazer, ir, vir)
- review past, present and introduce futuro proximo of ar, er, regular verbs
- verbs ending in -ir (present and simple past)
- pronouns (demonstrative, possessive)
- conjunctions (e, mas, também)
- adverbs of manner
- suffixes and prefixes
- comparative adjectives (i.e. bom, melhor, optimo - oral use)
- synonyms and antonyms

RECOMMENDED TEXTS

(No approved texts at this level)

Copies of the following texts are available from the:

Central Book Store, 547 College Street, Toronto, Ontario M6G 1A9 (416) 964-6255

Grades 4-6

Costa, Beatriz M. Fichas Programadas de Nova Linguagem 3° Ano de Escolaridade. Livraria Avis - Rua De Avis, 10 Porto, (124 pp.).

A Magia da Palavra I.

A Magia da Palavra II.

Sons e Palavras.

SUPPLEMENTARY MATERIALS

Copies of the following texts are available from the:

Multiculture Educational Resource Centre, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

Loureiro, M.I. Pituxa na Neve. Didactica Editora. (collection)

Alvim, P. O Sapato do Coraçao, Platano. Editora-Lisboa.

A minha Primeira Historia de Portugal. 4 Classe.

Monteiro, A. O Tagarela, 3° Ano de Escolaridade. Porto Editora, Lda. Rua da Restauraçao, 365 - 4099 Porto Codex, 1981, (127 pp.).

Monteiro, A., A. Carvalho, Costa and H. Andrade. O Tagarela, Fichas de Lingua Portuguesa, 3° Ano De Escolaridade. Porto Editora, Lda. Rua da Restauraçao, 365 - 4099 Porto Codex, 1981, (126 pp.).

Monteiro, A., A. Carvalho, Costa and H. Andrade. O Tagarela, 4° Ano de Escolaridade. Porto Editora, Lda. Rua da Restauraçao, 365 - 4099 Porto Codex, 1980, (112 pp.).

Monteiro, A., A. Carvalho, M. Costa and H. Andrade. O Tagarela, Fichas de Lingua Portuguesa, 4° Ano de Escolaridade. Porto Editora, Lda. Rua da Restauraçao, 365 - 4099 Porto Codex, 1980, (128 pp.).

LEVEL III - GRADES 7-9

SPECIFIC OBJECTIVES

This level will review and expand on the material covered in Levels I and II with continuous emphasis placed on the four language skills.

At the end of Level III the student should be able to:

1. understand and apply new vocabulary related to themes covered in Levels I and II.

2. write short compositions in a grammatically correct manner relating to language and cultural themes covered.

3. express himself/herself in activities such as role-playing, discussions, etc.

4. appreciate and share the major aspects of Portuguese culture.

MINIMUM BASIC SKILLS

Review of themes from Levels I and II.

1. Themes

   - comparison and contrast of Portuguese and Canadian cities
   - geographical vocabulary related to the cities studied (i.e., rivers, landscape, etc.)
   - the Portuguese-speaking world
   - Portuguese entertainment: soccer, bullfighting, folk dancing, etc.
   - major Portuguese festivities: Our Lady of Fatima, Santo Cristo, Santos populares, etc.

2. Basic structure of the language

   - irregular verbs (querer, ver, etc.)
   - orthography
   - interrogative pronouns
   - punctuation
   - use of capital letters
   - sentence structure: subject - predicate - object
   - sentences, periods, paragraphs

- words of the same family
- conjunctions: portanto, desde, etc.
- adverbs of place, time
- irregular nasal noun endings
- irregular plural forms of common adjectives and nouns

RECOMMENDED TEXTS

(No approved texts at this level)

Copies of the following texts are available from the:

Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba R2X 2R4

Grades 7-9

Vamos Aprender Português-livro do aluno by Jorge D. Silva, Maria M. Miranda and Maria M. Gonçalves.

Vamos Aprender Português-caderno de exercicios by Jorge Silva and Maria Gonçalves.

Lopes, M.G., and M. Marques. A Lingua Portuguesa na Escola Primaria. Porto Editora, Lda. Rua Da Restauraçao, 365 - 4099 Porto Codex, 1981, (102 pp.).

1, 2, 3 . . . Vamos Aprender Português.

SUPPLEMENTARY MATERIALS

Copies of the following texts are available from the:

Multiculture Educational Resource Centre, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

Marcelo, M. Estrada Fora. (Leituras para o 2° ano), 1978.

Pereira, M.J., M.B. Janeira, M.F. Salvador. A Magia da Palavra. Porto Edit., Porto.

Gouveia, M.A., B.M. Paula. Leituras. Literaria Arnaldo Ltd. - Coimbra.

LEVEL IV - GRADES 10-12

SPECIFIC OBJECTIVES

This level will incorporate skills and knowledge acquired in previous levels and expand on material covered in Level III. Emphasis at this level should still be placed on the four language skills.

At the end of Level IV the student should be able to:

1. understand and express orally ideas and concepts dealing with situations of daily life.

2. internalize information from magazines, newspapers and other sources.

3. write compositions in grammatically correct Portuguese.

4. share and appreciate the major aspects of Portuguese culture including music, art and literature.

MINIMUM BASIC SKILLS

Portuguese 100

1. Language Structures

Verbs

- future tense of regular verbs
- imperative form (formal)
- irregular verbs (add to previously known list)
- present subjunctive (orally only)
- conditional

Nouns

- irregular plural of nouns and adjectives

Pronouns

- relative

2. History

Introduction to Canadian history (in Portuguese) with a focus on Manitoba

Introduction to Portuguese history

- origins of Portugal
- birth of the nation
- peoples of Portugal
- language development

3. Geography of Portugal

- regional geography of Portugal (provinces)
- imports/exports
- placement in modern Europe

4. Literature

- short stories
- comic strips
- captions
- anecdotes/jokes
- humorous poems

5. Customs/Traditions

- lifestyles of the people (holidays, food, etc.)
- study of traditional costumes

Portuguese 200

1. Language Structures

Verbs

- imperfect tense
- past tense of irregular verbs
- subjunctive in the past tense (oral)

2. History

Study of Portuguese communities in the world

- discoveries
- settlements
- impact on natives
- impact on Portugal

3. Geography

Study of each nation where Portuguese has been established as an official language

- geography of the nation
- its peoples

4. Literature

- Study of poems, short stories and newspaper/magazine articles
- Study of Portuguese literary figures

5. Customs/Traditions

Customs/traditions maintained, lost, or adapted in the different Portuguese communities around the world

Portuguese 300

1. Language Structures

Verbs: - subjunctive (present and past) in written form

2. History

General comparison of Portuguese and Canadian political systems

Portuguese communities in Canada:

- reasons for immigration to Canada
- settlement patterns in Canada
- problems faced by the people
- adjustment and integration: to what extent?
- cultural and linguistic maintenance
- impact of immigration on Portugal and Canada
- comparison of Portuguese in Canada and Portugal

3. Geography

Study of major Canadian centres:

- the geography of the major Canadian centres where Portuguese communities have been established
- differences and similarities of lifestyles

4. Literature

Study of one or two novels to be selected from the recommended list

5. Customs/Traditions

Customs/traditions maintained by the Portuguese communities in Canada

RECOMMENDED TEXTS

(No approved texts for this level)

The following texts are available through the:

Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba R2X 2R4

Portuguese 100, 100, 300

Gramatica Viva.

O Mundo da linguagem 1.

O Mundo da linguagem 2.

Vaivem.

Dicionario de Inglês/Portuguêa and Português/Inglês by P.e Julio Albino Ferreira.

SUPPLEMENTARY MATERIALS

Copies of the following texts are available from the:

Multiculture Educational Resource Centre, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

Cabral, M., and F. Cruz. Nascer 1. 1977.

----------. Nascer 2. 1977.

Guerra, J.A., and J. Augusto Vieira. Cativar. 1980.

Soares, Albano M. Textos Literarios. (9° Ano). 1980.

Leal, M., M. Treca, and M. Costa. No Pais das Letras. (2° Ano) 1982.

----------. No Pais das Letras. (1° Ano) 1980.

Carvalho, Pedro D. A Regiao do Porto.

----------. A Regiao de Lisboa.

Guerra, Joao, J. Vieira. Cativar 4. 1980.

----------. Cativar 5. 1981.

Gouveia, M., B. Paula. Leitura 2° Ano. 1975.

Verbo. 15 Episodios Olimpicos. 1980.

Verbo. 15 Maravilhas da Arte. 1972.

Verbo. 15 Historias de Indios e Cowboys. 1979.

Verbo. 15 Mulheres Célebres. 1980.

Verbo. 15 Historias de Natal. 1979.

SUGGESTED APPROACHES TO THE TEACHING OF CULTURE

Culture has always been an integral part of any language program. At the senior high level, the cultural aspect of the program can be treated in a variety of ways.

Cultural asides

These are simply brief comments on Portuguese culture, delivered by the teacher when a particular item of cultural information is relevant.

Deliberate cultural comparisons

These are very short descriptions (culture capsules) that discuss one aspect of culture from the points of view of the two cultures. This aspect is first described as it exists in the local culture, then as it exists in the Portuguese culture. Differences are pointed out, and there is generally some type of follow-up activity that involves discussion or further research by the students.

Mini-dramas or mini-skits

In these activities students incorporate aspects of the Portuguese culture (through gestures, actions, or props) as they act out selected situations.

Students can use dialogues that form part of published programs as a basis for dramatic presentations. A videotape recorder can be used to motivate students to perform and to show them the progress they are making.

Visual aids and realia

Photographs, films, filmstrips, and slides increase students' comprehension of Portuguese culture. Photographs, post cards, maps, posters, and student projects may be used in bulletin-board displays in the classroom or in special displays in other parts of the school. Schools in the same area can rent films on a cooperative basis for showing at a central location. Items of realia owned by the teacher or students can be used to stimulate interest, promote discussion, and broaden understanding.

Audio aids

Records, tapes, and some modules can be used to develop listening comprehension and also to provide students with authentic examples of a wide variety of Portuguese speech, music, and songs. One type of module that could be developed is the audio-motor unit: students listen to a taped set of commands in Portuguese, observe the teacher perform the commanded actions, and subsequently demonstrate their comprehension by carrying out the actions themselves. These units generally contain vocabulary that transmits cultural information. Normally such a unit would require no more than ten minutes of class time.

Multi-media modules

These are usually slide-tape presentations based on one cultural topic or theme, such as festivals, sports, travel, or famous people. They may include activities and suggestions for student projects relating to the theme and can be used to complement the reading program, to create interest in seasonal activities, and to motivate and inform students.

Newspapers and magazines

These are good sources of current information about culture and add interest and authenticity to the Portuguese class. Back issues of newspapers and

magazines are often excellent sources of pictures for teaching purposes, for projects and for displays.

Radio and television

Audiotaped or videotaped programs, which are excellent vehicles for developing language skills, can be used to present aspects of Portuguese culture.

Interdisciplinary activities

Through the cooperation of other departments in the school, culture-related activities can be extended beyond the Portuguese classroom. With the cooperation of the physical education and music departments, instruction in folk dancing and singing can be arranged. The art department may permit students to prepare visual material and sets and props for dramatic presentations.

Cooking is another way of introducing students to Portuguese culture. There are many simple recipes that can be prepared, either entirely or partly, in class. More complex dishes may require the cooperation of the family studies department or partial preparation at home.

Analysis of cultural misunderstandings

Students in junior and senior high can heighten their awareness of cultural differences through materials such as the "culture assimilator." The culture assimilator begins with a paragraph describing a situation in which representatives of two cultures have a misunderstanding. The paragraph is followed by three or four possible explanations as to why the misunderstanding took place. All of the explanations seem plausible, but one is more plausible than the others. Students choose the one that they think best explains the situation, and then turn to the answers. Both the more plausible answer and the reasons why the alternatives could not be correct are listed.

Community resources

Portuguese members of the community or Portuguese visitors can be invited to present and discuss aspects of culture with students or to lead small groups in conversation. Commercial and institutional resources should also be exploited.

Pen and tape pals

Contacts with individual students or with classes in Portuguese schools are an ideal way of developing student interest in Portuguese culture.

AUDIO-VISUAL SUPPORT MATERIALS

VIDEOCASSETTES

The following videocassettes are available from the:

Curriculum Development and Implementation Branch, 409-1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

Casa dos Bicos

Language level: advanced
Recommended for: grade 12 and university level
Positive features:
- historical information
- excellent documentary to compliment Portuguese history teaching
- could be used for professional development

Negative features:
- it is only appropriate for a more advanced student as the language level is too difficult for most students

Madre de Deus

Language level: advanced
Recommended for: senior high and university levels
Positive features:
- may also be used for professional development
- very informative
- very historical
- excellent presentation for history or art class

Negative features:
- appropriate only for a very advanced student

Sintra

Language level: advanced
Recommended for: junior high, senior high and university levels
Positive features:
- the language of this selection is more comprehensive for the intermediate student
- very informative
- beautiful scenery

Negative features:
- none

Cartoons (Brazilian)

Space-Ghost, Dino-Boy, Casper, The Wood Woodpecker, The Neptunes, City-Kitty, Baby-Huey, Sea-lab 2020

Language level: any level
Recommended for: elementary, junior high and senior high levels
Positive features:
- funny
- easy to understand
- cartoons known to students

Negative features:
- none

TEACHER REFERENCE MATERIALS

Copies of the following texts are available from the:

Multiculture Educational Resource Centre, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

Escala de Comportamento para crianças. National Assessment and Dissemination Center/Lesley College, 49 Washington Avenue, Cambridge, MA, 92140.

Coelho, J.A.B. Selecta de textos. Porto Editora, Lisboa.

Neves, P.A. Historia. Porto Editora, Porto 8° ano.

Motta, U., J. Neto. No Mundo da Palavra - 8° ano - Porto Editora. Porto.

Oswald, M.H. A avo conta ainda .... Porto Editora - Porto.

Meteger, J. O livro de Ouro do Natal. Verbo Editorial.

Reis. Historia da Civilizaçao Portuguesa. 1975.

Neves. Historia. 1980.

Neves, Pedro, Ana Pinto, C. Conto. Historia de Portugal Textos e Documentos. 1980.

Neves, Pedro A. Textos de Historia. (1° ano). 1980.

Guerra, J., J. Vieira. Cativar 6. 1980.

Textos E. Documentos Historia de Portugal. 2° ano.

Historia de Portugal, 11° ano Textos e documentos. 2 Vol.

SER-Antologia de Textos Literarios para O 9° Ano de Escolaridade.

Paginas escolhidas - 2° volume, 3° volume.

Antologia - Poética.

Contextos - Do 10° Ano.

Verbo. 15 Episodios Olimpicos. 1980.

Verbo. 15 Maravilhas da Arte. 1972.

Verbo. 15 Historias de Indios e Cowboys. 1979.

Verbo. 15 Mulheres Célebres. 1980.

Verbo. 15 Historias de Natal. 1979.

Marcelo, Maria de Lurdes, Mariana Teixeira, Angelina Afonso. Fichas de Trabalho: Estrada Nova.

Machado, Herlander. O Sistema Feudal da Idade Média.

Machado, Herlander. A Expansao Quatrocentista dos Portugueses.

Neves, Pedro Almiro. Textos de Historia.

Guerra, Maria Luisa. Os Portugueses No Seu Tempo.

Tempo, Século XIX, Christina de Mello, Margarida Areias, José Neves Henriques. Longa é a Estrada Verde. Leituras Para a 2° fase, 2° Ano.

Costa, Beatriz M. Primavera, Leituras Para a 1° Fase.

Vieira, Manuel. Fichas de Trabalho, segundo, o livro Sol Nascente.

Coren, Alan. Artur Pistoleiro.

Espinosa, Fernanda. Escritos Historicos.

Ferreira, A. Gomes. Gramatica Elementar da Lingua Portuguesa. Porto: Porto Editora, 1981.

Cabral, Maria Alzira, Maria Ermelinda Ribeiro. Linguagens, Linguagem: Textos Para o 1° Ano Do Ciclo Preparatorio. Lisboa: Platano Editora, S.A.R.L. 1982.

Branco, Antonio. Sol Nascente. 2° Fase 2° Ano.

Marques, D., and Medeiros, J. 25 Anos no Canada. Toronto: Impressao Webcom Ltd., 1978. 145 pp.

ADDITIONAL TEACHER REFERENCE

Copies of the following texts are available from the:

Multiculture Educational Resource Centre, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

Allen, E., and Valette R. Modern Language Classroom Techniques. New York: Harcourt, Brace, Jovanovich, 1972. 306 pp.

This book deals with the techniques of teaching a second language. It provides ideas and procedures for classroom management as well as different approaches to teaching the language, developing general language skills and incorporating culture in daily lessons. It also contains a few sample lessons to demonstrate the unfolding of techniques and procedures.

Dias, Lathrop, and Rosa Dias. Portugal, Lingua e Cultura. Los Angeles: Cabrilho Press, 1977. 358 pp.

The fifteen units in this book include dialogues with questions and drills, practical grammar rules and explanatory exercises, and tables of vocabulary with the English translation. The Portuguese ways of life, traditions, customs, and history are also presented in a practical and concise way. The following teaching aids are available with the book: language laboratory manual, writing manual, and two tapes for each lesson with the exception of chapters 13, 14 and 15.

Grobe, E. 300 Word Games for Foreign Language Classes. Portland: J. Weston Walch, 1969. 183 pp.

300 Word Games for Foreign Language Classes is designed to be "a source of supplementary materials for the instructor who feels the occasional urge to substitute more creative activities for the usual, straightforward verbal routines of the average textbook." It is a collection of games to make the learning process more appealing and interesting.

Grobe, E. 500 Adventures in Foreign Language. Portland: J. Weston Walch, 1974. 73 pp.

This manual provides an excellent variety of activities to reinforce grammar, enrich vocabulary, improve conversational techniques, improve creative writing skills, and develop the cultural background of the language being studied. 500 Adventures in Foreign Language allows the student to work at his/her level of ability, interest, and speed.

Marques, D., and Medeiros, J. 25 Anos no Canada. Toronto: Impressao Webcom, 1978. 145 pp.

This book is divided into three parts: the first part is a resumé of the history of the first Portuguese to arrive in Canada; the second,

containing survey results, focuses on the hardships which they experienced upon arrival; and the third describes the development of Portuguese communities in the different areas of Canada. This book provides excellent historical background to Portguese immigration to Canada.

Morais, D. de. Português a Volta do Mundo. Porto: Tipografia Bloco Grafico, 1979. 64 pp.

Português a Volta do Mundo is designed for the teaching of Portuguese at beginning levels. The book is organized by themes incorporating basic vocabulary to practice and learn.

Pinto, C., and Areal Z. Meio Fisico e Social. Porto: Ediçoes Asa, 1981. 160 pp.

The book is divided into six themes which provide students with an opportunity to learn about nature and society, the world, and Portuguese history in summarized form. It contains several pictures and illustrations.

Reis, M. Portugal - Sintese Geografica. Lisboa: Oficinas Graficas Do M.C.S., 1979. 51 pp.

Portugal - Sintese Geografica is designed to give students an exposure to the characteristics of the land, the climate and the population of Portugal and the importance of the sea to the way of life of the Portuguese people.

Sousa, M., et al. Textos e Imagens de Portugal. Lisboa: Didactica Editora, 1981. 357 pp.

This book is divided into three themes: the child in contact with his environment; Portugal today; the historical impact and importance of Portugal. It is a selection of readings and illustrations designed to focus on the cultural aspects of Portugal. Note: only the last two themes are suggested for Level III.

Readers Digest - Collection
- Por Terras de Portugal
- A Descoberta de Portugal
- Tesouros de Portugal